Communicating Information Using ICT

Relevant LINKS

BACK TO SCHOOLS ITQ UNITS **[1]**

Handbook home page **[2]**

Bronze 3 unit 6 **[3]**

Assessor's guide to interpreting the criteria

General Information

- Bronze 3 is the same as Entry Level 3 in the Qualification Credit Framework. It is mapped to the National curriculum at levels 3 and 4.
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are fully compatible with the UK National Curriculum programmes of study with some strengthening of important contemporary issues related to open systems providing support for PLTS and citizenship.
- Bronze 3 is designed to promote a wider range of participation by providing a progression pathway from Bronze 2 to Level 1 in the QCF and from national curriculum levels 3 and 4 to level 5.
- The specification for the Entry Level 3 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults.

Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- Completing the criteria for this unit entitles the candidate to the Award of the Entry level 3 Unit . In general, the candidate should demonstrate that criteria related to co-operative behaviour can be sustained over time.

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- We expect at least 15 hours of guided study to be under-taken before this Unit Award is made to those new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes.

- Certificates must be printed on INGOT logo template paper for which there is a charge of 50p per template

Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria "L", "S", "H". An "N" indicates no evidence and this is the default setting. "L" indicates some capability but some help still required and the candidate is not secure with that particular criterion. "S" indicates secure mastery of the criterion. "H" indicates that the candidate is operating beyond the basic requirements of the criterion. If all criteria are matched with "S" or "H" the unit is passed. All criteria must be at least "S" for a pass.

Expansion of the assessment criteria

The Entry 3 learner will be becoming increasingly capable of making use of skills, knowledge and understanding to carry out simple structured tasks and activities with occasional guidance and intervention. They will start to relate tasks to contexts and be aware of consequences of actions for themselves and others. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.
A**n activity will typically be 'structured' when:**

* there are several steps that need to be sequential; and
* the learner has opportunities to practice the sequence or clear guidance is provided.

1. The learner will be able to follow recommended safe practices

1.1 I can use equipment safely, e.g. arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks

The candidate should show practical attention to basic ergonomics and safety.

Evidence: Assessor observations

Additional information and guidance

The working environment is important as well as a legal requirement. The candidates must arrange their work space so as to avoid, as much as possible, risks to their health and safety. Any devices that can cause harm need to be correctly place, for example lazer printers emit dangerous levels of ozone and they should not be closer than 1.5m when they are in operation. Dangling and damaged cables are equally to be avoided and sorted out. All equipment should be adjustable to get the correct working position to avoid eye strain and back pain etc. They should also know how often they should take breaks. By law there should be a break during the day, but they should also step away form the machine for small breaks frequently.

2. The learner will be able to access an email application

2.1 I can keep information secure, e.g. password, PIN, keep copies safe

The candidate identifies sources of information for supporting their work given a limited selection.

Evidence: Assessor observation and content of files.

Additional information and guidance

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Candidates have increasingly sensitive information sent to them or that they need to manage. They need some good systems in place to make sure that information stays with them and they do not give it out to anyone. Some criminal gangs often phone people at companies pretending to be one of their technical team in order to get them to divulge passwords for Internet access etc. Candidates need to be aware of the need for vigilance.

2.2 I can open my mailbox

Candidate uses appropriate sources to get the information they need, for example their company mail.
Evidence: Assessor observations and content of their files

Additional information and guidance

This process will vary per centre as some places will use desktop email clients, while others will use purely Internet based ones. The candidates should however be comfortable in either case and know how to find and open their email.

2.3 I can use input devices, e.g. keyboard, mouse

Candidate can use peripheral devices correctly.

Evidence: Assessor observations

Additional information and guidance

Candidates should be confident and competent with the basic input operations associated with using computers.

3. The learner will be able to create and send an email message

3.1 I can create an email message
Candidates should be practically capable of using email systems.

Evidence: Assessor observations, content of files.

Additional information and guidance

The basic functions of an email application should be evidenced, either directly or remotely via receipt of a correctly created email.

3.2 I can enter an email address
Candidates should be able to correctly find the required address

Evidence: Assessor observations and candidate files.

Additional information and guidance

This could be via the use of an address book for existing contacts, or by inputting the address in the correct format. A centre test may be appropriate here.

3.3 I can enter an appropriate subject
Candidates should understand the need for clarity in subject entry.

Evidence: Content of candidates' documents and assessor observations.

Additional information and guidance

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The subject line is quite important, especially when sending messages to busy people. If the message has the incorrect wording or does not make sense, it will probably be deleted by th end user or marked as spam by automated email client systems.

3.4 I can enter text in the message area
Candidates should know where to enter the main text of their email.

Evidence: Assessor observations and content of files.

Additional information and guidance

This should be relatively obvious, but some mail clients may not have a structure that makes it easy to see where the main body of the email is. Candidates should be able to find it and enter the required informaiton.

3.5 I can check meaning, accuracy and suitability of the email
Candidates should use the appropriate tools and their own understanding to make sure the email is fit for purpose.

Evidence: Assessor observations.

Additional information and guidance

By default, email clients may not have spell checking enabled, so candidates need to either show that they now how to enable this feature, or use some method in checking their email before sending.

3.6 I can send an email
Candidates should use the tools available to send their email.

Evidence: Assessor observations.

Additional information and guidance

IN most instances this should be an icon that represents send. It may not be obvious and the icon may not be easy to locate. Candidates should be able to send via an icon as well as find the send option in any menus associated with the client software.

3.7 I can print an email
Candidates should be able to print out their emails.

Evidence: Assessor observations.

Additional information and guidance

Occasionally, it may be necessary for emails to be printed out for additional reference. Candidates should know how to print out an email in an efficient and effective way.

4. The learner will be able to receive and read email messages

4.1 I can open an email that has been received
Candidates should be able to locate an email and open it to see what it contains.

Evidence: Assessor observations.

Additional information and guidance

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This will be possible either by clicking on the email to open it, or via the menu system.

4.2 I can read the email
Candidates should be able to read the email.

Evidence: Assessor observations.

Additional information and guidance

The candidate may need to enlarge the email on the screen or adjust it to make it easier for them to read if it has small fonts etc.

4.3 I can print the email
Candidates should be able to print an email when it is open.

Evidence: Assessor observations.

Additional information and guidance

As with criterion 3.7, they should be able to locate and find a printer and manage to print out their email.

5. The learner will be able to reply to an email

5.1 I can prepare a reply to the received email
Candidates should know what they will need to reply to an email.

Evidence: Appropriate information in their files.

Additional information and guidance

Some emails may require a simple yes or no answer, but others may require attachments and other elements. Some amount of preparation should be evidenced.

5.2 I can use the reply facility
Candidates should be able to use the email system to reply.

Evidence: Candidate documents and assessor observations.

Additional information and guidance

As with most criteria here, this will vary depending on the type of email system they are using, but they should be able to demonstrate that they can either hit a reply button, or find reply in the associated menu system..

5.3 I can enter text in the message area
Candidates should know the different parts of an email client.

Evidence: Appropriate information in their files.

Additional information and guidance

Candidates should be able to locate the section of the email for entry.

5.4 I can check meaning, accuracy and suitability of the email
Candidates should be able to check their work.

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Evidence: Appropriate information in their files.

Additional information and guidance

Sending an email reply with lots of spelling errors, if it is in reply to a job request for example, would obviously not look very good. Candidates need to show, as with creation of new email, that they are checking it with the available tools.

5.5 I can send the email
Candidates should send the email once it is checked.

Evidence: Appropriate information in their files.

Additional information and guidance

Candidates need to know how to send their replies.

5.6 I can print the email
Candidates should be able to print off their replies.

Evidence: Appropriate information in their files.

Additional information and guidance
The candidates should know how to print off the emails they sent as replies to received email.

6. The learner will be able to delete an email

6.1 I can find the received email
Candidates should be able to locate email.

Evidence: Appropriate information in their files.

Additional information and guidance

Candidates may receive a large number of emails and should be able to successfully manage them by finding particular emails to be dealt with.

6.2 I can delete an email
Candidates should be able to delete unwanted email.

Evidence: Appropriate information in their files.

Additional information and guidance

The volume of email these days is becoming excessive and much of it is unwanted. In addition, email after a certain date is probably unnecessary and taking up space. Therefore, candidates should be able to delete unwanted or unnecessary email as required.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are

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